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ABSTRACT

This document, which is intended for Colorado teachers responsible for teaching history to students in grades K-12, explains how to use the principles of contextual learning to integrate academic content standards with career development and workplace competencies. The introduction discusses the guide's purpose, the role of standards and assessments in the context of a changing workplace, the Colorado School-to-Career Partnership, and the guide's structure and content. Section 1 presents the Colorado General Workplace Competencies, which describe the skills and knowledge needed for school and career success and which are organized into the following categories: communication; organization; thinking; technology; and worker qualities. Section 2 offers guidelines for helping special populations of students meet academic content standards while participating in school-to-career opportunities. Section 3 features 18

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integration matrices and 18 classroom activities for integrating history standards with workplace competencies. One matrix and one activity are provided for each standard for students in grades K-4, 5-8, and 9-12. Section 4 presents a sample scoring rubric that is aligned with one of the integrated learning activities presented for students in grades 9-12. The addresses of Colorado's six school-to-career regional resource centers are listed. (MN)

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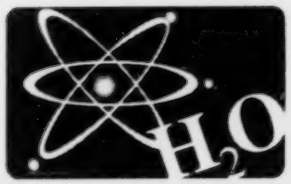
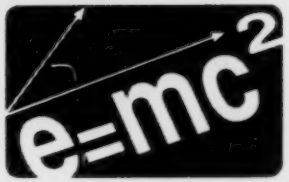
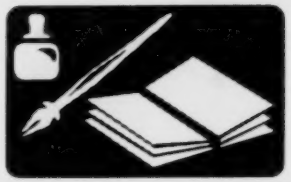
MAKING STANDARDS WORK!

A TEACHER'S GUIDE TO CONTEXTUAL LEARNING: INTEGRATING ACADEMIC CONTENT STANDARDS WITH CAREER DEVELOPMENT AND WORKPLACE COMPETENCIES.







Developed By . . .
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The Colorado School-to-Career Partnership

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Tomorrow's leaders are in our classrooms today. Motivate them to learn, provide experiences for them to use what they learn, and raise awareness about the many career paths they can travel. They will be ready for the journey.

- Jeanne Faatz, Director
Colorado School-to-Career Partnership

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MAKING STANDARDS WORK
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DEVELOPED AND EDITED BY:

Susan McAlonan	Colorado Department of Education
Pat Longo	Douglas County Schools
Heather Hotchkiss	Colorado Department of Education
Kelli Roark	Colorado Department of Education
Joy Fitzgerald	Consultant

PUBLICATION DESIGNED BY:

Janet L. Roucis, State of the Art Graphics

CLASSROOM ACTIVITIES DEVELOPED BY:

Alan Alpert	Consultant
Cecily Brown	Jefferson County R-1
Marcy Epperson	Fremont County RE-1
Robert Gelston	Jefferson County R-1
Letitia Larsen	Denver School of Arts
Lynette Malm	Sterling R-1
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Jennifer Rocke	Adams 1
Jeff Ruff	Steamboat Springs
Sandy Stokely	Consultant
Kay Van Horn	Denver Public Schools
Valerie West	Sterling R-1

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INTRODUCTION

As educators we strive to reach every student in our classroom. We measure our success when students grasp a new concept, move successfully to the next grade level or achieve recognition for their skills and abilities. However, the ultimate test is often when we see how our former students are doing as adults. We want to know about college, their job and family and if they are happy with their lives. When students are successful, we are proud of the role we played in their development. When students struggle with the transition from school to post-secondary education and/or work, we often step back and reflect: Did we do enough to prepare students for life after school? What makes the difference between those students who are successful and those who are not?

Making Standards Work is a tool to help educators weave academic content standards, assessments and career development methods into an integrated and comprehensive educational strategy that prepares all students to meet their future goals. The examples contained in this publication were created by Colorado educators to provide a vision of how teachers can deliver instruction in ways that help students reach high academic standards, develop effective work habits and gain career knowledge. Handbooks for other academic content areas are currently under development.

Standards and Assessment

Colorado enacted legislation in 1993 to adopt a standards-driven system of education. Public support for this reform is high and 48 other states have developed, or are in the process of developing, standards for what students should know and be able to do at various points in their schooling.

Standards-driven reform is based on the premise that students can achieve more if the expectations for learning are clearly defined, if students know in advance the criteria for meeting those expectations and if teaching and assessment support the expectations and reinforce student effort. Standards enhance accountability by focusing on student results, not on the curriculum, educational program or other "inputs" used by a particular school.

Colorado's model content standards represent the consensus of thousands of parents, educators, administrators, employers and interested community members. The standards were developed through a two-year process that involved three publicly reviewed drafts, approximately 10,000 responses to these drafts and a series of regional meetings across the state.

The standards reflect a "thinking" curriculum - one that requires students to know basic skills, to communicate effectively to solve problems, and to understand and apply academic principles and tools. They define a set of skills and knowledge that will prepare Colorado students for employment, citizenship and life-long learning in the new century.

Changes in the Workplace

The national economy is undergoing major changes that have an impact on both the opportunities available to workers and the expectations and needs of their employers, such as:

- The number of jobs that employ unskilled workers is rapidly diminishing. Those jobs that do exist increasingly fail to pay a living wage.
- The income gaps among workers who dropped out of high school, those who graduated from high school, those who have an associate degree and those with a bachelor's degree are significant and growing.
- New technologies and services continue to emerge rapidly. Nearly 50% of employers use equipment less than four years old. On average, 42% of non-managerial employers now use computers in their work.
- The growth of new information and knowledge is exploding, doubling in a span of ten to fifteen years.

Schools must change as well to ensure that they are preparing students who can succeed in this dynamic environment.

Colorado School-to-Career Partnership

The Colorado School-to-Career Partnership is a statewide effort assisting local schools and communities to develop a K-16 learning system that promotes attainment of high academic standards, and career development for all students.

Academics and career development are integrated in classrooms and worksite experiences, and aligned with content standards and assessment. There are currently 91 local School-to-Career Partnerships in Colorado representing 144 school districts. An estimated 209,000 K-16 students may have already participated in one or more school-to-career activities and the momentum continues to build in communities around our state.

Using this Handbook

Making Standards Work is divided into four sections:

I. Workplace Competencies: This section presents the Colorado General Workplace Competencies, which were developed by a business task force of the Colorado Association of Commerce and Industry and validated by educators and business professionals across the state. These competencies describe the skills and knowledge students need to be successful in most careers and in college. The competencies are organized into the following categories:

- Communication
- Organization
- Thinking
- Technology
- Worker Qualities

These workplace competencies must be intentionally taught and assessed to assist students in transferring classroom learning to the world of work and to post-secondary education.

II. *Opportunities for Success*: This section offers guidelines for educators as they help special populations of students, who have diverse and sometimes very unique needs, meet academic content standards and participate in school-to-career opportunities.

> In Colorado, Access Skills are those skills that all students must demonstrate in order to succeed with academic content standards and in the workplace. Access Skills are a combination of the Colorado General Workplace Competencies and the Essential Learning Principles defined in *Opportunities for Success*.

III. Integration Matrices and Classroom Activities: This section features grids that provide examples of how the Colorado General Workplace Competencies cross-reference with the Colorado Model Content Standards for history. To help educators think about how to integrate the workplace competencies into their history instruction, the grids are followed by examples of classroom strategies that combine a specific academic content standard, career development activity, general workplace competency and assessment strategy.

Quotes and Resources: Through the quotations, Colorado educators, business leaders and students (with parental consent) offer their perspectives on integrating workplace competencies and academic content standards. The featured resources provide a starting point in locating additional integrated curriculum, work-based learning opportunities or connecting activities. They also may offer helpful information for expanding current educational strategies.

Activities and resources included in this handbook are intended for use at the discretion of local districts. They have not been endorsed or ratified by any official Colorado State body.

IV. Sample Rubric: A rubric is a descriptive measurement for defining what a student knows and can do. An assessment rubric, aligned with the integrated learning activity on page **23 b**, is included in this section. Educators can use this example to create additional rubrics to assess student learning.

I. WORKPLACE COMPETENCIES

The Colorado General Workplace Competencies were developed by a business task force of the Colorado Association of Commerce and Industry and validated by educators and business leaders across the state. These competencies represent the skills that post-secondary students and by workers in most jobs regardless of the specific occupational area.

These competencies will help educators and students in understanding what skills and knowledge students need to succeed in the workforce. The competencies also provide Colorado businesses with a consistent set of standards that promote a skilled workforce.

Communication Skills - Demonstrates the ability to receive and relay information clearly and effectively

Listening - receives, attends to, understands and responds to verbal and non-verbal messages
Speaking - clearly organizes and effectively presents ideas orally
Reading - locates, understands and interprets written information in prose and documents to perform tasks
Writing - organizes and effectively presents ideas and information in writing
Interpreting - delineates and analyzes oral and written information and synthesizes information into a conclusion
Negotiating - works toward agreement while maintaining position
Persuading - communicates ideas to justify position, overcomes resistance and convinces others

Organizational Skills - Demonstrates the ability to work effectively and efficiently

Planning - devises and outlines a process to achieve a goal and timeline
Time Management - applies appropriate time to task and manages multiple priorities
Using Resources - identifies, organizes, plans and allocates resources
Systems Thinking - understands the nature of systems, develops and adapts systems to meet organizational needs
Evaluating - collects, evaluates and uses data to monitor and improve performance

Thinking Skills - Demonstrates the ability to use reasoning

Problem Solving - identifies and recognizes a problem, considers alternatives, devises and implements a logical plan of action
Decision Making - uses a process to identify goals and constraints, evaluates alternatives and reaches a conclusion
Creative Thinking - generates new and innovative ideas
Learning - uses efficient techniques to acquire and apply new knowledge and skills
Analyzing - identifies bias of information sources, evaluates contradictory information and effectively manages information
Mathematics - performs basic computations and solves practical problems by applying appropriate mathematical techniques

Worker Qualities - Demonstrates the characteristics of an effective worker

Self-Management - demonstrates punctuality, readiness to work, initiative and the capacity for life long learning and personal growth
Team Member - contributes to group effort through cooperation and consensus
Responsibility - follows through consistently with honesty and integrity
Flexibility - shows versatility and the ability to change
Leadership - creates a direction/vision for others to follow, aligns management methods with vision and implements a system of accountability
Works with Diversity - accepts differences and works well with individuals from a variety of backgrounds and/or with divergent philosophies or ideas

Technology Skills - Demonstrates the ability to work with a variety of technologies and equipment

Demonstrates Computer Literacy - uses keyboarding skills, computer programs and understands basic computer operations
Selects Technology - chooses appropriate procedures, tools or equipment
Applies Technology - understands overall intent of and proper procedures for using selected technology and equipment
Uses Technical Information - interprets and uses data generated from a variety of technological devices

Note: Technology refers to any device, tool or piece of equipment that facilitates or supports efficient completion of work, including machinery, computers, scientific equipment, fax machines, voice mail, overhead projectors, VCRs, cash registers, and calculators.

II. OPPORTUNITIES FOR SUCCESS

GUIDELINES FOR BRINGING OUT THE BEST IN ALL OF OUR STUDENTS

"*Opportunities for Success*" was created through a process that engaged over 2,100 Colorado educators, parents and citizens from across the state and drew on the expertise of national professional organizations. Its purpose is to provide guidelines for educators as they help special populations of students, who have diverse and sometimes very unique needs, meet academic content standards.

These guidelines may be useful to:

- Curriculum directors as they coordinate and develop curriculum and instruction around standards
- Classroom teachers as they plan for their students
- Assessment professionals as they develop district and classroom assessments
- Building level planning committees as they work on school improvement efforts

A. GENERAL PRINCIPLES

The four areas described below (Essential Learnings, Classroom Practices, Assessment Practices and Service Options) are designed to assist special needs students gain the skills necessary to reach high academic standards.

Essential Learnings - the knowledge and skills that special needs students require to maximize their educational growth and development.

Students who are diverse learners need to learn:

1. Communication skills to express and understand thoughts and opinions in a variety of settings, situations and with diverse populations.

2. Decision making and problem solving skills and strategies.

3. Basic language skills and a broad vocabulary to use as building blocks in developing reading, writing and critical thinking.

4. Self-advocacy skills to make their needs and wants known in socially constructive ways in learning, work and social situations.

5. Personal strengths and capabilities and the ability to use this knowledge to act responsibly at school and work.

6. Social skills to develop positive relationships with peers and adults in a variety of settings and situations and with diverse populations.

7. Organizational skills and study strategies for school and work. Important skills include, but are not limited to:
   - Time management
   - Goal setting
   - Management and use of materials/resources
   - Learning strategies

8. Career development skills to make, pursue and maintain personal employment choices.

9. The use of tools and technology to augment learning and access information.

Classroom Practices - the range of instructional practices and strategies that teachers employ to help a special population of students learn. These include, but are not limited to:

- Time
- Space
- Modality
- Grouping
- Presentation
- Classroom organization and behavior management
- Materials
- Equipment
- Technology
- Environment

With the needs of diverse learners in mind, educators need to employ appropriate:

1. Student Self-Management Strategies

   - Use strategies designed to promote student self-management and independence.

   - Provide consistency, structure and clear expectations.

   - Provide appropriate positive learning reinforcement, feedback and recognition for student accomplishment.

2. Setting for Instruction and Learning

   - Promote supportive and responsive climates that facilitate social and cultural learning and allow students to take risks and learn from failure.

- Provide opportunities and environments that allow all students to participate meaningfully in instructional and social activities.

- Adapt physical environments to match the learning needs of students.

3. Instructional Practice

- Incorporate life skills, social and affective skills and self-advocacy skills throughout the curriculum.

- Choose teaching and learning methods that match the learning needs and styles of the students.

- Incorporate direct instruction of how-to-learn skills and thinking skills throughout the curriculum.

- Ensure the language of instruction effectively communicates and promotes student understanding for students with special needs.

- Use methods to promote active learning, including hands-on learning, real-world and experiential learning, community-based learning and learning involving student choice.

- Use learning materials, equipment and media tailored to the unique learning needs of students.

- Design and implement specific opportunities for students to apply and transfer learning to a variety of situations, both familiar and new.

- Use varied and flexible grouping strategies for instructional purposes.

- Use flexibility in pacing instruction, scheduling and the use of time based on the needs of individual students.

- Communicate and collaborate with other teachers, specialists, students, families and appropriate agencies in planning and implementing effective instruction.

Assessment Practices - the accommodations and adaptations necessary for a special population to adequately demonstrate knowledge and skills.

In assessing the learning of diverse learners, educators need to:

1. Allow for a variety of assessments that evaluate what is being taught, including:

   - Portfolios
   - Assessment of daily work
   - Observations
   - Self and peer evaluations
   - Demonstrations and projects
   - Oral tests
   - Cooperative group assessments
   - Family, community and employer evaluations/observations

2. Ensure that the language used in assessment is consistent with the language used during instruction and reflects the student's preferred mode of communication, considering the:

   - Student's culture/preferred language
   - Clarity of instructions
   - Verbal and non-verbal options (i.e., sign language)

3. Consider the student's unique needs when determining the content of the assessment.

   - Identify the skills and content to be assessed and ensure that assessments test only the content that was taught.
   - Design assessments to determine what the student knows as opposed to what the student does not know.
   - Utilize student's prior knowledge to determine instruction and subsequent assessments.
   - Identify individual learning styles and design assessments to elicit a variety of thinking and application skills.

4. Design assessment procedures and accommodations to meet individual student needs.

   - Assess in the student's primary communication mode (i.e., Braille, sign language, picture board).
   - Use a variety of people (i.e., family, peers, employers, other professionals) in the assessment process.
   - Use technology for presentation of assessment and student response.

5. Allow flexibility in the time and scheduling of assessments.

   - Allow extended time.
   - Allow the student to take breaks.

   - Divide assessments into smaller segments.
   - Schedule assessments when students can perform best.
   - Use untimed assessments.

6. Allow for a variety of assessment environments. Consider the purpose of the assessment and the student's unique needs and choose the environment that fits best.

   - Consider the student's physical condition, endurance, attention span, distractibility, emotional state and medical condition, at the time of assessment.
   - Control for distractions.
   - Create supportive settings that encourage student participation.
   - Use preferential seating.
   - Use real life settings and other alternative environments.

7. Consider the evaluation criteria that will be used when designing assessments and set the criteria prior to assessment.

   - Involve others in determining realistic expectations and goals for the student.
   - Provide family and others the opportunity to assist in interpreting assessment results.
   - Make expectations and criteria clear and explicit.

- Provide a variety of grading methods, including:
  - Individual grading scale
  - Narrative reports
  - Group grades

Service Options - systems of organizing people and materials to supply and deliver educational opportunities, accommodations and supports in order for students or given populations to become successful learners.

For diverse learners to have adequate opportunities to learn, schools will:

1. Involve families, community members and peers integrally in the design and implementation of educational services for all children and youth.

2. Use shared and flexible resources, including personnel, money, facility, program, time and administrative processes to meet students' needs and to offer appropriate services by providers with specific expertise.

3. Offer curriculum and instruction that is diversified through a variety of modifications, including alternative scheduling, accessibility, optimal learning environments, grouping, accommodation of multiple learning styles, setting appropriate expectations, student-teacher ratios and a variety of instructional techniques.

4. Support collaborative planning with individual students, team members, family members, the community and other agencies with the management of time and resources.

5. Design support services for students that help them with life management, including safety, health, wellness, social relationships and learning.

6. Assure students the opportunity to plan and prepare for successful life adjustment after high school, including career development, community involvement, post-secondary education, recreation and leisure choices, and daily living activities.

7. Maximize the use of technology for learning. School professionals, families, and students use technology competently.

8. Offer a menu of educational opportunities to students, families and school personnel for continuous improvement of services to students.

9. Offer support services to assist students in managing behavior, expressing needs, developing friendships, resolving conflicts, making choices and planning their lives.

B. ADAPTATIONS

Adaptations are changes made to the environment, curriculum, instruction and/or assessment practices in order to help a student become a successful learner. Adaptations are based on the strengths and needs of individual students and may vary in intensity and degree.

Adaptations include:

1. **Accommodations**:
   Accommodations are adjustments made in *how* a student accesses and demonstrates learning. They do not substantially change the instructional level, content or the performance criteria. The changes are made in order to provide students equal access to learning and an equal opportunity to demonstrate what they know. Accommodations include changes in and/or provisions for the following:

   - Presentation and/or response format and procedures

- Instructional strategies
- Time/scheduling
- Attitudes
- Architecture
- Environment
- Equipment

2. **Modifications:**
   Modifications are substantial changes in *what* a student is expected to learn and demonstrate. They are made to provide students with opportunities to participate meaningfully and productively in learning experiences and environments. Modifications include changes in the following:
   - Instructional level
   - Content
   - Performance criteria

** Note: Under Colorado Law 22-7-407 et. seq. C.R.S., a student must have a Special Education Individualized Education Plan (IEP) to qualify for modifications to the standards, unless the modifications exceed those of district/state content standards.*

Opportunities for Success contains many strategies for specific special population groups including:

- Attention Deficit Disorder
- Chapter I (Title 1)
- Deaf/Blind
- Deaf/Hearing Impaired
- Gender
- Gifted Individuals
- Language Minority Students
- Learning Disabilities (Perceptual/Communicative)
- Migrant Students
- Physically Disabled and 504
- Prevention Initiatives (High-Risk)
- Race
- Significant Cognitive Challenges
- Significant Identifiable Emotional Disabilities
- Speech/Language Needs
- Traumatic Brain Injury
- Visual Disabilities

The complete version of *Opportunities for Success* can be purchased for $18.00 by contacting:
The Colorado Department of Education
Special Education Services Unit
(303) 866-6694

GRADES K-4

III. INTEGRATION MATRICES AND CLASSROOM ACTIVITIES

INTEGRATING HISTORY STANDARDS
WITH WORKPLACE COMPETENCIES

HISTORY

Academic Content Standard

1. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
   1.3 Students use chronology to examine and explain historical relationships.

Workplace Competencies

GRADES K-4 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace					THINKING SKILLS: Demonstrates the ability to use reasoning						TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Using Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Uses Technical Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. identifying cause-and-effect relationships in a sequence of events					●					●	●		●	●		●		●		●	●	*			●			●

GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

1. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
   1.3 Students use chronology to examine and explain historical relationships.

BENCHMARK

a. identifying cause-and-effect relationships in a sequence of events

WORKPLACE COMPETENCY

Technology Skills: Uses Technical Information interprets and uses data generated from a variety of technological devices

QUOTATION

As a journalist, history helps me understand the people behind the issues. It helps in my reporting.

- Andrew Padilla, Reporter
Albuquerque Journal

HISTORY

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Students research the Colorado Gold Rush and then write an article as if they were a journalist writing about the Gold Rush and its effects on Colorado's development. The students must use at least two different technology devices and list them as part of their article.

WORKPLACE COMPETENCY

TECHNOLOGY SKILLS: USES TECHNICAL INFORMATION

The teacher discusses the many technological devices available for research purposes (i.e., library, Internet, interviews, etc.). Students use a variety of these resources in doing their research on the Gold Rush.

CAREER DEVELOPMENT

Students identify three history related careers that use research and information resources in some way. Students ask parents or family friends how they identify, organize, plan and allocate resources in their current job. Students also ask interviewee to give an example of cause & effect apparent in their workplace.

COMMUNITY

- Students identify tourist spots that have their origin in the Colorado Gold Rush. Students then contact these areas and get historical and current information to use in their reports.
- Students can also critique literature based on their journalistic skills.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate the students on their ability to:

- identify the cause-and-effect of the Gold Rush in Colorado
- structure their writing of a newspaper article as a journalist
- write using correct grammar, punctuation and spelling
- list technology devices used within the article
- understand the concepts of the Gold Rush.

WORKPLACE COMPETENCY

TECHNOLOGY SKILLS: USES TECHNICAL INFORMATION

Evaluate the students on their ability to:

- identify resources used for their article
- access resources
- use multiple resources to gather information
- list technological devices used and those they could have used but didn't.

EXTENSION

Re-produce the student articles in the school/community newsletter.

HISTORY

Academic Content Standard

2. Students know how to use the processes and resources of historical inquiry.
   2.2 Students know how to to interpret and evaluate primary and secondary sources of historical information.

Workplace Competencies

GRADES K-4 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace					THINKING SKILLS: Demonstrates the ability to use reasoning						TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Using Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Uses Technical Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. describing sources of historical information			●	●												●												
b. identifying the main idea in a source of historical information			●		●							●	●			●												
c. identifying ways different cultures record their history					●							●			*	●												●

GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

2. Students know how to use the processes and resources of historical inquiry.
   2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.

BENCHMARK

c. identifying ways different cultures record their history

WORKPLACE COMPETENCY

Thinking Skills: Creative Thinking
generates new and innovative ideas

RESOURCE

The School-to-Work Internet Gateway is a website with a large variety of resources spanning many different topical areas.

www.stw.ed.gov/

HISTORY

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Teacher discusses the many modes of communication back in the 1700-1800's (i.e., Native Americans used pictures and story telling, trappers and traders used journals, women used quilts and diaries, etc.). After studying this era, each student chooses a person from a specific culture (i.e., Indian, trapper, etc.). Students describe one day in the life of their chosen subject via journals, pictures, etc. To enhance their presentation, they may dress up in costume or showcase the tools and or supplies of their subject's era.

WORKPLACE COMPETENCY

THINKING SKILLS: CREATIVE THINKING

Teacher discusses what nature of creativity and how creativity is used in his/her job. As part of the presentation, the teacher reflects on how the creation of today's technology (i.e., computers, telephones, airplanes, etc.) would have changed people's lives in the 1700 or 1800s as a result of improvements in the way they communicated.

CAREER DEVELOPMENT

- Invite a representative from US West or other communication company to talk about how communication has changed over time and how it will continue to change. Also, have them discuss how they use creative thinking on the job.

COMMUNITY

The students study the history of their town and develop and present to the community (i.e., Chamber of Commerce or other civic group) a play re-enacting this history.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate the students on their ability to:
- creatively depict a person from a particular historical era
- accurately describe the communication mode used in that era by that type of person
- accurately depict historical events.

WORKPLACE COMPETENCY

THINKING SKILLS: CREATIVE THINKING

Evaluate the students on their ability to:
- combine information and ideas in a new way
- make the connection between life as it is now and what it was then
- use creativity in their presentation.

HISTORY

Academic Content Standard

3. Students understand that societies are diverse and have changed over time.
   3.2 Students understand the history of social organization in various societies.

Workplace Competencies

GRADES K-4 BENCHMARKS	COMMUNICATION SKILLS (Demonstrates the ability to receive and relay information clearly and effectively)							ORGANIZATIONAL SKILLS (Demonstrates skills to effectively and efficiently operate within a workplace)					THINKING SKILLS (Demonstrates the ability to use reasoning)						TECHNOLOGY SKILLS (Demonstrates the ability to work with a variety of technologies)				WORKER QUALITIES (Demonstrates the characteristics of an effective worker)					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Using Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Uses Technical Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. identifying reasons for living in social groups	●										●						●											●
b. describing important components of the cultural heritage of the United States			●														●											●
c. recognizing that there are families and cultures around the world				*													●											●

GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

3. Students understand that societies are diverse and have changed over time.
   3.2 Students understand the history of social organization in various societies.

BENCHMARK

c. recognizing that there are families and cultures around the world

WORKPLACE COMPETENCY

Communication Skills: Writing
organizes and effectively presents ideas and information in writing

QUOTATION

"The trend we are seeing in the workforce is skill levels are falling every year. We have got to start working with people at a much younger age to prepare them for work and life."

- Barbara Milicevic
Region 5 School-to-Career Coordinator

HISTORY

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

The class creates an ABC book of cultures. Each student chooses a culture from an alphabetical list to research. Research includes cultural differences and similarities and familial functioning. Using information gathered, each student designs a page to go in the ABC book.

WORKPLACE COMPETENCY

COMMUNICATION SKILLS: WRITING

Class brainstorms effective writing techniques and the format the ABC book of cultures should have. After deciding on a common format, students present their research in an organized and concise way, consistent with the agreed format.

CAREER DEVELOPMENT

- Visit a publisher or printer to see how books are printed. Also, gather tips on format and writing as well as career information.
- Invite a speech writer to discuss how he/she changes the speech to fit the audience (different cultures, different genders, etc.) and the importance of good writing skills.
- Students also identify and list good writing skills.

COMMUNITY

Visit a local television station to observe how a newscaster rely on the teleprompter. Discuss the importance of the writing skills of the people who write the script and input it into the teleprompter. Identify the ways in which history and diversity effect reporting in newscasting.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate the students on their ability to:
- accurately depict the culture
- identify similarities and differences between the identified culture and their own
- identify the ways families function.

WORKPLACE COMPETENCY

COMMUNICATION SKILLS: WRITING

Students are evaluated on their ability to:
- gather information on the topic
- organize and present their written information according to the format
- creatively design a page.

EXTENSIONS

- The workplace competency, Selects Technology and Applies Technology, could be integrated into this activity by having students create/use graphics to illustrate their book. The Internet also could be used as a research tool.

HISTORY

Academic Content Standard

4. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.
   4.1 Students understand the impact of scientific and technological developments on individuals and societies.

Workplace Competencies

GRADES K-4 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace					THINKING SKILLS: Demonstrates the ability to use reasoning							TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Using Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Uses Technical Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. comparing the lives of hunters and gatherers to the lives of people who cultivated plants and raised domesticated animals for food					●					●						●												●
b. describing the impact of various technological developments on the local community and the state			●	●						●						●					●							
c. identifying individual achievements of scientists and inventors from many cultures and describing their achievements													*															

GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

4. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.
   4.1 Students understand the impact of scientific and technological developments on individuals and societies.

BENCHMARK

c. identifying individual achievements of scientists and inventors from many cultures and describing their achievements

WORKPLACE COMPETENCY

Thinking Skills: Problem Solving
identifies and recognizes a problem, considers alternatives, devises and implements a logical plan of action

RESOURCE

The Federal Resources for Educational Excellence (FREE) is a website collaborating with more than 35 federal agencies that makes hundreds of Internet-based education resources easier for students and teachers to access. Users can search by topic; resources can be viewed in 10 subject areas. The site also offers a "Looking for Partners" page to facilitate future partnerships among schools, federal agencies and organizations.

www.ed.gov/free

HISTORY

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Teacher provides a list of inventions and the students choose one to research. The students need to identify the inventor, the year it was invented, the country of origin, other inventions of the inventor, and the impact it has had on society. Students report their findings to the class via a presentation method of their choosing (oral, visual, or show and tell).

As a class, students create a game to share with another class, that involves matching inventors with their inventions and country of origin.

WORKPLACE COMPETENCY

THINKING SKILLS: PROBLEM SOLVING

Teacher discusses the steps involved in problem solving. The class applies these steps in designing the game and its attributes (type of game, how it looks, etc.).

CAREER DEVELOPMENT

Invite a person from a company that makes games or a video game programmer to discuss his/her career and how he/she solves problems when creating a new game.

COMMUNITY

Students take the game they designed to a younger class or a community-assisted living center and present the process of making the game and "how to" play the game or play the game with the participants from the center.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate the students on their ability to:
- research information thoroughly
- use their knowledge of inventors and their inventions to create a game
- understand the inventor's contribution to history.

WORKPLACE COMPETENCY

THINKING SKILLS: PROBLEM SOLVING

Evaluate the students on their ability to:
- know the steps of problem solving
- consider alternatives
- devise and implement a plan of action
- identify and recognize any potential problems.

HISTORY

Academic Content Standard

5. Students understand political institutions and theories that have developed and changed over time.
   5.4 Students know the history of relationships among different political powers and the development of international relations.

Workplace Competencies

GRADES K-4 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace					THINKING SKILLS: Demonstrates the ability to use reasoning						TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES: Demonstrates the characteristics whose [illegible]					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Using Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Uses Technical Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. giving examples of how members of families and communities depend on each other					●						●			●										●				
b. giving examples of how states and regions have become interdependent	*				●						●			●														●

GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

5. Students understand political institutions and theories that have developed and changed over time.
   5.4 Students know the history of relationships among different political powers and the development of international relations.

BENCHMARK

b. giving examples of how states and regions have become interdependent

WORKPLACE COMPETENCY

Communication Skills: Listening
receives, attends to, understands and responds to verbal and nonverbal messages

RESOURCE

School-to-Work Resources for System Builders is a technical assistance resource guide compiled by the National Transition Alliance to facilitate the inclusion and participation of youth with disabilities in school-to-work systems.

National Transition Network
University of Minnesota
110 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
612/624-2079
612/624-9344 (Fax)

HISTORY

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Students are randomly given three different years, and the students choose three countries. Students create a table listing the countries, the leaders, allies, and imports and exports for each year the student is given.

WORKPLACE COMPETENCY

COMMUNICATION SKILLS: LISTENING

Listening skills are identified and discussed. The students find text or recording of a speech made by a leader of one of the countries chosen above. The teacher prepares three questions that the students must answer after they have listened to the speeches.

CAREER DEVELOPMENT

Invite elected officials from the community or state to come in and discuss how listening plays an integral part of politics and the career avenues available in politics. Also gather information on the effects of history in the community today.

COMMUNITY

For a local information center, create a poster. Using information gather from the research above, indicate the changes within the state and local area.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate the students on their ability to:

- create a table with the required items
- research one of the leaders in power during that year and find a speech and/or recording
- answer the questions about the content of the speech.

WORKPLACE COMPETENCY

COMMUNICATION SKILLS: LISTENING

Evaluate the students on their ability to:

- list the aspects of a good listener
- apply these skills
- identify other activities that require listening.

HISTORY

Academic Content Standard

6. Students know that religious and philosophical ideas have been powerful forces throughout history.
   6.3 Students know various forms of expression reflect religious beliefs and philosophical ideas.

Workplace Competencies

GRADES K-4 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace					THINKING SKILLS: Demonstrates the ability to use reasoning						TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Using Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Uses Technical Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. giving examples of forms of expression that depict the history, daily life, and beliefs of various peoples.	●	●	●	●	*						●		●	●	●	●												●

GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

6. Students know that religious and philosophical ideas have been powerful forces throughout history.
   6.3 Students know how societies have been affected by religions and philosophies.

BENCHMARK

a. giving examples of forms of expression that depict the history, daily life, and beliefs of various peoples

WORKPLACE COMPETENCY

Communication: Interpreting
delineates and analyzes oral and written information and synthesizes information into a conclusion

RESOURCE

TeachersFirst is a website developed by NITV (Network for Instructional TV, Inc.) to provide K-12 classroom teachers, especially those who may be new to the Internet, with a resource to quickly locate content and lesson plans that can be used in the classroom. TeachersFirst provides reviews of all its listed resources, and it groups these resources by subject and grade level for easy access. In addition, TeachersFirst provides a full complement of professional resources on special education topics, current teaching issues, and references.

http://www.teachersfirst.com

HISTORY

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

The teacher introduces folk tales and notes that the purpose of these tales was to pass down and teach a certain group's belief system. Student groups read and understand several folk tales from different cultures (as selected by the teacher) and write the lesson of each. The groups then choose one tale to read to the class. The class discusses each selected story and its lesson.

WORKPLACE COMPETENCY

COMMUNICATION SKILLS: INTERPRETING

Teacher lists common proverbs or forms of expression and the students must interpret their meaning (i.e., chip off the old block, a penny saved is a penny earned, etc.). Interpreting is discussed and applied to the lesson.

CAREER DEVELOPMENT

- Invite a interpreter of the hearing impaired to discuss the education needed to do that kind of work and how he/she uses the skill of interpretation on the job.
- Invite a storyteller from the library to discuss folklore and career choices.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate the students on:
- having read all the folk tales
- participation in the group
- interpretation of the moral/lesson of each tale.

WORKPLACE COMPETENCY

COMMUNICATION SKILLS: INTERPRETING

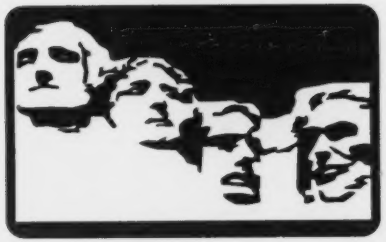
Evaluate the students on their ability to:
- read to find inferred meaning
- support conclusion with appropriate data or rationale.

EXTENSIONS

- Students study the Mayan civilization and are aware that pictures represented words in the Mayan's writings. In small groups, students create a hieroglyph alphabet and write a simple message to another student or class using the original alphabet.
- Create a mask. The Mayans had many gods. Students could research one they find interesting and create a mask of that god. Mask materials could be paper mache, plaster craft or formed and glued plaster board.

BEST COPY AVAILABLE

GRADES 5-8



III. INTEGRATION MATRICES AND CLASSROOM ACTIVITIES

INTEGRATING HISTORY STANDARDS
WITH WORKPLACE COMPETENCIES

HISTORY

Academic Content Standard

1. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
   1.1 Students know the general chronological order of events and people in history.

Workplace Competencies

GRADES 5-8 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and [illegible] information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace					THINKING SKILLS: Demonstrates the ability to use reasoning						TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Using Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Uses Technical Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. chronologically organizing major events, groups, and people of United States history			●	●						*					●	●												●
b. describing significant events and people which form the foundation of United States history in the chronological context of the history of the Americas and the world		●	●	●						●	●	●				●												●

GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

1. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
   1.1 Students know the general chronological order of events and people in history.

BENCHMARK

a. chronologically organizing major events and people of United States history

WORKPLACE COMPETENCY

Organizational Skills: Using Resources
identifies, organizes, plans and allocates resources

RESOURCE

The Center on Education and Work is a non-profit organization that provides a variety of resources for job seeking, career planning, occupational education, and special needs education through handbooks, workbooks, videotapes, and computer software materials.

Center on Education and Work
University of Wisconsin-Madison
School of Education
964 Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706
800/446-0399
608/262-9197 (Fax)
www.cew.wisc.edu

HISTORY

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Students pick 10-20 events and five historical figures from a specific time period designated by the teacher and create a timeline of these events and people. Illustrate the timeline using historical pictures from the Internet, photocopied pictures from a text book, or student drawing.

WORKPLACE COMPETENCY

ORGANIZATIONAL SKILLS: USING RESOURCES

Teacher discusses the many resources that can be used in research.

Students use different resources to research the events of a decade of the United States. The students find 5 events that affected the United States internationally, nationally, and locally (the students home state).

CAREER DEVELOPMENT

Each student identifies a career and finds resources to research the chronological phases of the career, from educational preparation to retirement. As this is a future planning exercise, students also can imagine future events or periods as historic contexts for their career choices.

COMMUNITY

Take a study trip to the library to research classified ads in old newspapers to determine jobs in demand during certain years.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate the students on their ability to:
- identify 10-20 events and five historical figures
- chronological order of timeline
- appropriate illustrations of the timeline.

WORKPLACE COMPETENCY

ORGANIZATIONAL SKILLS: USING RESOURCES

Evaluate the students on their ability to:
- list all resources used
- list resources they would not use next time
- list resources not used but available
- justify the items listed.

EXTENSIONS

- Students could complete a biography of historical figures mentioned on the timeline.
- Students could write a career ad for other time periods.
- Students could complete a family timeline listing what relatives lived during what time periods.
- Students could identify and describe the careers of relatives.

HISTORY

Academic Content Standard

2. Students know how to use the processes and resources of historical inquiry.
   2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.

Workplace Competencies

GRADES 5-8 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace					THINKING SKILLS: Demonstrates the ability to use reasoning						TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Using Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Uses Technical Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. examining current concepts, issues, events, and themes from multiple, historical perspectives			●		●		*			●	●	●			●	●	●		●	●			●			●	●	●

GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

2. Students know how to use the processes and resources of historical inquiry.
   2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.

BENCHMARK

a. examining current concepts, issues, events, and themes from multiple, historical perspectives

WORKPLACE COMPETENCY

Communication Skills: Persuading
communicates ideas to justify position, overcome resistance and convince others

QUOTATIONS & PARTNERSHIPS

Peace Runs Publishing is a non-profit organization that publishes historical books to be used in the classroom along with sample lessons.

Peace Runs Publishing
A Division of Peace Runs International, Inc.
61-20 Grand Central Parkway (B408)
Forest Hills, NY 11375
718/760-0250
718/592-1696 (fax)
pri@peacerun.com (email)

HISTORY

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Student groups use their knowledge of the Civil War and its causes to examine how current society would be changed had there been a different outcome (i.e., the south won the war, the south seceded from the United States, no war due to both sides compromising, etc.). Each student must contribute five facts to support their assigned scenario and how it relates to a current issue in society.

WORKPLACE COMPETENCY

COMMUNICATION SKILLS: PERSUADING

The teacher discusses what makes a persuasive speaker and how persuasion is used in debate. Students then debate the point of view of the north and south as of the time period of the Civil War.

CAREER DEVELOPMENT

Students examine the role of rhetorical knowledge and skills in such vocations as politics, law, special interest advocacy, conflict resolution, negotiating, diplomacy, acting, etc. What are some similarities and differences in the use of rhetoric by these vocations?

COMMUNITY

Students identify a present-day issue that is affecting their city or town, such as violence or racial relations, and research different current views on it. Then, the students conduct research into how the views first appeared and historically evolved.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate the students on their ability to:

- understand the impacts of the Civil War on the present
- understand the causes of the Civil War
- explain the different outcomes
- explain the relevance of the five facts to current issues today.

WORKPLACE COMPETENCY

COMMUNICATION SKILLS: PERSUADING

Evaluate the students on their ability to:

- organize a debate
- present their statements in a clear and concise manner
- use body language, tone and expressions
- respond to others
- present a persuasive argument.

EXTENSIONS

- Study regional attitudes of secession related to the Civil War (i.e., racial tensions, Miami wanted to secede, etc.)
- Study famous speeches and give adaptations of those speeches to the class or other classes.

HISTORY

Academic Content Standard

3. Students understand that societies are diverse and have change over time.
   3.1 Students know how various societies were affected by contracts and exchanges among diverse peoples.

Workplace Competencies

GRADES 5-8 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace					THINKING SKILLS: Demonstrates the ability to use reasoning						TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Using Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Uses Technical Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. describing the common traits and characteristics that unite the United States as a nation and a society		●	●	●	●					●	●	●				●												●
b. describing the history, interactions, and contributions of the various peoples and cultures that have lived in or migrated, immigrated, or were brought to the Western Hemisphere		●	●	●						●		●				●			●									●
c. describing the history, interactions, and contributions of various groups of people who make up the major culture regions of the world		●	●	●						●	●	●				●			●									●
d. explaining how the cultures of the earliest civilizations spread and interacted		●	●	●	●					●	●	●				●	●		●			*						●

GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

3. Students understand that societies are diverse and have changed over time.
   3.1 Students know how various societies were affected by contacts and exchanges among diverse peoples.

BENCHMARK

d. explaining how the cultures of the earliest civilizations spread and interacted

WORKPLACE COMPETENCY

Technology Skills: Uses Technical Information interprets and uses data generated from a variety of technological devices

RESOURCE

Social Studies School Service has been a leader in educational resources since 1965. Their website affords them the opportunity to expand their service to social studies educators. The website includes sample lessons and classroom-ready Web-based activities, edited especially with the social studies educator in mind.

Social Studies School Service
10200 Jefferson Boulevard, Box 802
Culver City, CA 90232
800/421-4296
800/944-5432 (fax)
access@socialstudies.com
www.socialstudies.com/?af@dboals

HISTORY

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Students identify the early civilizations of Mesoamerica and South America (e.g., Olmec, Chavin, Maya, Moche, Nazca, Teotihuacan), the dates they arose, flourished, declined, and indications of contacts between them. Students then create a database of the following information: name and date of civilization, contact date/period with other civilization(s), name of contacted civilization(s), outcome of contact(s).

WORKPLACE COMPETENCY

TECHNOLOGY SKILLS: USES TECHNICAL INFORMATION

The teacher discusses how technology is used to collect, organize and research information. Students then decide on the best type of technology to use to make a list of students in the classroom (by age, sex, and favorite color of the students) and the best way to identify different groups (all female, all students who like the color blue, etc.).

CAREER DEVELOPMENT

Invite a representative from a computer company to discuss the skills needed to work in that kind of environment and how they use technology information on the job.

COMMUNITY

Students make a survey of companies and agencies in their community regarding how and when the organizations adopted computer technology. Students then report their findings, according to the survey criteria, in an appropriate technological format.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate the students on their ability to:
- complete the civilizations list
- complete the data categories for each civilization.

WORKPLACE COMPETENCY

TECHNOLOGY SKILLS: USES TECHNICAL INFORMATION

Evaluate the students on their ability to:
- sort and create a data report
- choose the correct technology for the report
- format their report.

EXTENSIONS

- Compare and contrast location of Native American tribes (then and now) by mapping the activity of the tribes.
- Make a list of all the information which can be obtained from a historical map.
- Make an illustrated timeline of Native American pottery from different regions of the Americas.

HISTORY

Academic Content Standard

4. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.
   4.2 Students understand how economic factors have influenced historical events.

Workplace Competencies

GRADES 5-8 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace					THINKING SKILLS: Demonstrates the ability to use reasoning						TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Using Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Uses Technical Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. explaining how the economy of the Western United States has historically depended upon natural resources and how this has affected the region		●	●	●						●	●	●	●			●	●	●	●					*				●
b. explaining how economic factors influenced historical events in the United States and in various regions of the world		●	●	●	●					●	●	●	●			●	●		●									●
c. explaining how societies are and have been linked by economic factors		●	●	●	●					●	●		●			●	●	●	●									●

GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

4. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.
   4.2 Students understand how economic factors have influenced historical events.

BENCHMARK

a. explaining how the economy of the Western United States has historically depended upon natural resources and how this has affected the region

WORKPLACE COMPETENCY

Worker Qualities: Team Member
contributes to group effort through cooperation and consensus

QUOTATIONS & PARTNERSHIPS

The Association for Experiential Education's (AEE) mission is to develop and promote experiential education in all settings. The association is committed to support professional development, theoretical advancement, and evaluation in the field of experiential education worldwide.

Association for Experiential Education
2305 Canyon Boulevard, Suite 100
Boulder, CO 80302
303/440-8844
303/440-9581 (FAX)
www.aee.org/

HISTORY

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

In small groups, students develop a presentation about how the economy of the Western United States has been dependent on and affected by natural resources. Each small group is assigned or picks a category of resources (i.e., agriculture, fuels, precious metals, manufacturing, etc.) and presents to the class how the resource was or is obtained and how the resource or lack of it has affected their community and region. Students may use different modes of presentation (i.e., video, photos, story, music, etc.).

WORKPLACE COMPETENCY

WORKER QUALITIES: TEAM MEMBER

As a class, identify the skills needed to work on a team effectively and what team roles may be helpful to complete the assignment (i.e., researcher, writer, presenter, etc.). Students discuss the objective and divide the work up among team members.

CAREER DEVELOPMENT/COMMUNITY

In the chosen category of resources, student teams identify the types of jobs that are required, and how teams function.

Involve representatives from the community -- such as natural resources are invited to the class to react to the student presentations and to share career information.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate the students on their ability to:

- accurately gather information
- justify the impact of the resources' on community or region
- identify the effects on the economy
- organize the presentation
- present history accurately.

WORKPLACE COMPETENCY

WORKER QUALITIES: TEAM MEMBER

Evaluate the students on their ability to:

- identify possible roles of team members
- evaluate the effectiveness of their team
- identify two jobs that require working as a team.

EXTENSIONS

- Students examine important achievements in history and analyze the comparative roles of team work and individual initiative in each achievement.

HISTORY

Academic Content Standard

5. Students understand political institutions and theories that have developed and changed over time.
   5.2 Students know how various systems of government have developed and functioned throughout history.

Workplace Competencies

GRADES 5-8 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace					THINKING SKILLS: Demonstrates the ability to use reasoning							TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Using Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Uses Technical Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. identifying the ancient and medieval roots of governmental principles and institutions		●	●	●	●					●						●	●		●						●			●
b. describing the basic forms of government, and giving examples of societies that have practiced them		●	●	●	●					●	●					●			●						*			●
c. describing how various other nations have pursued, established, and maintained democratic forms of government		●	●	●	●					●	●	●				●	●		●					●	●	●	●	●

GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

5. Students understand political institutions and theories that have developed and changed over time.
   5.2 Students know how various systems of government have developed and functioned throughout history.

BENCHMARK

b. describing the basic forms of government, and giving examples of societies that have practiced them

WORKPLACE COMPETENCY

Worker Qualities: Responsibility
follows through consistently with honesty and integrity

QUOTATION

"When schools and businesses communicate with one another and provide opportunities for one another, it makes learning for youngsters far more relevant to the world outside."

- Milton Goldberg
Executive Vice President
National Alliance of Business

HISTORY

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

In groups, students research how various forms of government have developed and apply how government functions in a specific situation (i.e., how leadership changes, how laws are decided upon, juvenile rights, treatment of criminals, etc.). After researching a form of government, students will present a skit depicting a situation and how that government functions within a specific situation.

WORKPLACE COMPETENCY

WORKER QUALITIES: RESPONSIBILITY

The teacher discusses how groups work and how all members of a group need to be responsible and the aspects of responsibility.

Students present to the class the responsibilities they have at their house and what happens when they don't do their "job". This concept is applied to the lesson on government.

CAREER DEVELOPMENT

Invite different people throughout the judicial process to discuss the requirements and skills needed for their profession and how responsibility plays an important role.

COMMUNITY

Take a study trip to the local courthouse and take a tour of the building. If possible, arrange ahead of time the opportunity to visit and observe a court trial. Collect information on possible careers.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate the students on their ability to:
- accurately depict that form of government (through the skit)
- explain the function of that type of government
- explain how it differs from their own government (if different).

WORKPLACE COMPETENCY

WORKER QUALITIES: RESPONSIBILITY

Evaluate the students on their ability to:
- list what makes a responsible person
- describes the benefits of being responsible
- describe the consequences of being non-responsible.

EXTENSIONS

- If their type of government was a historic example, students could bring in a source.
- Read literature depicting a certain type of government (i.e., *Animal Farm* by George Orwell).

HISTORY

Academic Content Standard

6. Students know that religious and philosophical ideas have been powerful forces throughout history.
   6.2 Students know how societies have been affected by religions and philosophies.

Workplace Competencies

GRADES 5-8 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace					THINKING SKILLS: Demonstrates the ability to use reasoning							TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Using Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Uses Technical Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. giving examples of how religious and philosophical beliefs have defined standards of right and wrong, good and evil, and justice and injustice		●	●	●	●				●		●				●	●		●						●	●			●
b. giving and describing examples of individuals who, throughout history, acted from their religious or philosophical beliefs		●	●	●					●		●	●	*		●			●						●	●	●	●	

GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

6. Students know that religious and philosophical ideas have been powerful forces throughout history.
   6.2 Students know how societies have been affected by religions and philosophies.

BENCHMARK

b. giving and describing examples of individuals who, throughout history, acted from their religious or philosophical beliefs

WORKPLACE COMPETENCY

Thinking Skills: Decision Making
uses a process to identify goals and constraints, evaluates alternatives and reaches a conclusion

QUOTATIONS & PARTNERSHIPS

Located in Denver's City Park, the Denver Museum of Natural History is one of the largest natural history museums in the United States and the largest cultural attraction in the Rocky Mountain region.

Denver Museum of Natural History
2001 Colorado Boulevard
Denver, CO 80205
(303) 322-7009
(800) 925-2250
www.dmnh.org

HISTORY

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Students research and study the reformation. Students brainstorm their views regarding school uniform, rules, policies, curriculum, busing, etc. Students then brainstorm a list of changes. Students analyze the list and determine and discuss realistic and reasonable changes. These changes are then presented to the appropriate administrator, in essence reenacting the reformation.

WORKPLACE COMPETENCY

THINKING SKILLS: DECISION MAKING

The class discusses the steps in a decision making process. Students reflect on their reenactment of the Reformation with regard to how decisions were made by themselves and the school administration.

CAREER DEVELOPMENT

Interview adults to see how they use decision making in their jobs and the chain of responsibility for decision making in their organization.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate the students on their ability to:

- demonstrate knowledge of reformation and religious figures of the time
- speak or write about the comparisons of changes in society due to reformation and changes in school society due to their recommendations
- assess the School administration's likelihood to implement student suggestions.

WORKPLACE COMPETENCY

THINKING SKILLS: DECISION MAKING

Evaluate the students on their ability to:

- identify decisions that were made
- identify key decision makers
- analyze factors that went into the making of the decisions
- evaluate the decisions based on results.

EXTENSIONS

- Students break into groups to research and orally report on the history and development of the concept of non-violent resistance, from the "Bhagavad Gita" to such later advocates as Thoreau, Gandhi and Martin Luther King.

GRADES 9-12

III. INTEGRATION MATRICES AND CLASSROOM ACTIVITIES

INTEGRATING HISTORY STANDARDS
WITH WORKPLACE COMPETENCIES

HISTORY

Academic Content Standard

1. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
   1.1 Students know the general chronological order of events and people in history.

Workplace Competencies

GRADES 9-12 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace					THINKING SKILLS: Demonstrates the ability to use reasoning						TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Using Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Uses Technical Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. identifying events and people that characterize each of the major eras in United States and world history			●		●						●			*		●							●			●		

GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

1. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
   1.1 Students know the general chronological order of events and people in history.

BENCHMARK

a. Identifying events and people that characterize each of the major eras in United States and world history

WORKPLACE COMPETENCY

Thinking Skills: Decision Making
uses a process to identify goals and constraints, evaluate alternatives and reach a conclusion

RESOURCE

The American Historical Association (AHA) is a nonprofit membership organization founded in 1884 and incorporated by Congress in 1889 for the promotion of historical studies, the collection and preservation of historical documents and artifacts, and the dissemination of historical research. It conducts an active scholarly and professional program for historians interested in every period and geographical area. Among its 15,000 members are faculty at secondary schools and two-and four-year colleges and universities, independent historians, and historians in museums, historical organizations, libraries and archives, government, and other areas.

American Historical Association
400 A Street, SE
Washington, DC 20003-3889
202/544-2422
202/544-8307 (fax)
aha@theaha.org (email)

HISTORY

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Students develop a summative timeline on a certain period of history (use examples in standards). The timeline includes cause and effect events (i.e., war, invention, etc.). Students put historical events and important people that impacted that era on the timeline.

WORKPLACE COMPETENCY

THINKING SKILLS: DECISION MAKING

Ask students what kinds of decisions they make in their lives (curfew, peer pressure, etc.). Develop steps used in decision making. Discuss how decision making is used in the timeline activity (above).

CAREER DEVELOPMENT

Students construct a personal timeline and then develop a resume in chronological order. The teacher and/or community member conducts interviews of students. Potential careers are placed on the student's history timeline.

COMMUNITY

Interview an owner of a business to determine the history of that business.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate the students on:
- ability to portray cause and effect
- ability to categorize
- to show chronological order
- accuracy of dates, times and events.

WORKPLACE COMPETENCY

THINKING SKILLS: DECISION MAKING

Evaluate the students on their ability to:
- identify the decision to be made
- identify the steps in the decision making process
- evaluate the use of decision making in the timeline activity
- identify how decisions affect home, work and community.

EXTENSIONS

- Student make family timelines.
- Invite an historian to meet with the class.
- Students complete a timeline of technology in their lifetime.

HISTORY

Academic Content Standard

2. Students know how to use the processes and resources of historical inquiry.
   2.2 Students know how to to interpret and evaluate primary and secondary sources of historical information.

Workplace Competencies

GRADES 9-12 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace					THINKING SKILLS: Demonstrates the ability to use reasoning						TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Using Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Uses Technical Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. explaining how historical descriptions, arguments, and judgments can reflect the bias of the author and/or the prevailing ideas of the culture and time period		●		●	●						●					●								●				●
b. interpreting oral traditions and legends as "histories"	●				●						●					●												●
c. evaluating data within the social, political, and economic context in which it was created, testing its credibility, and evaluating its bias			●		●					●	●	●		●		●	●						*	●				●
d. comparing and contrasting the reliability of information received from multiple sources			●		●					●			●	●		●	●							●				●

GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12 (9-12)

STATE STANDARD

2. Students know how to use the processes and resources of historical inquiry.
   2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.

BENCHMARK

c. evaluating data within the social, political and economic context in which it was created, testing its credibility and evaluating its bias

WORKPLACE COMPETENCY

Worker Qualities: Team Member
contributes to group effort through cooperation and consensus

QUOTATIONS & PARTNERSHIPS

The Northwest Regional Educational Laboratory's (NWREL) mission is to improve educational results for children, youth, and adults by providing research and development assistance in delivering equitable, high-quality educational programs. NWREL provides research and development assistance to education, government, community agencies, business, and labor.

Northwest Regional Educational Laboratory
101 SW Main, Suite 500
Portland, OR 97204
503/275-9500
www.nwrel.org

HISTORY

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

The teacher defines primary and secondary sources and gives examples of each. Student groups explore examples of both kinds of sources and evaluate the advantages and disadvantages of each. Students select an event in history and identify some of the primary and secondary sources that would help them interpret that event.

WORKPLACE COMPETENCY

WORKER QUALITIES: TEAM MEMBER

The class discusses the dynamics of teamwork including:
- the qualities of effective team members.
- the advantages and disadvantages of team membership.
- places where team work is used.
- how team work is used in various careers.
- historical examples of effective, ineffective, appropriate, and inappropriate teamwork.

CAREER DEVELOPMENT

- Identify several different careers and discover how workers in those fields are primary and secondary resources.
- Determine the level and role of team work in those occupations.

COMMUNITY

Students interview individuals about their personal experiences in the community (primary source) that connect to the event the student selected for the academic learning activity (above).

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate the students on their ability to:
- identify primary and secondary sources
- use primary and secondary sources to interpret an event or issue
- use proper citation (footnote and/or endnote) format.

WORKPLACE COMPETENCY

WORKER QUALITIES: TEAM MEMBER

Evaluate the students on their ability to:
- identify the advantages and disadvantages of team work
- identify their personal strengths and weaknesses as a team member (i.e., leadership, listening, shared responsibility, conflict resolution)
- give examples of how team work is used in the careers they researched.

EXTENSIONS

- Student groups investigate "urban myths" to determine their origins, prevalence and degree of veracity and fabrication. Each group applies a process to divide the parts of the investigation among its members.

(Note: The sample rubric on Page 28 corresponds with this activity)

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HISTORY

Academic Content Standard

3. Students understand that societies are diverse and have change over time.
   3.2 Students understand the history of social organization in various societies.

Workplace Competencies

GRADES 9-12 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace					THINKING SKILLS: Demonstrates the ability to use reasoning						TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Using Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Uses Technical Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. explaining how societies are maintained when individuals see benefits and fulfill obligations of membership		●	●	●	●		●				●			●			●								●			●
b. analyzing how forces of tradition and change have influenced, altered, and maintained social roles and the social organization of societies throughout history			●		●					●	*		●			●	●							●				●
c. explaining how, throughout history, social organization has been related to distributions of privilege and power		●		●	●		●				●	●		●		●	●							●		●	●
d. describing how societies have become increasingly complex in responding to the fundamental issues of social organization	●	●		●				●	●	●	●		●		●	●	●		●		●				●	●		●

GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

3. Students understand that societies are diverse and have changed over time.
   3.2 Students understand the history of social organization in various societies.

BENCHMARK

b. analyzing how forces of tradition and change have influenced, altered, and maintained social roles and the social organization of societies throughout history

WORKPLACE COMPETENCY

Organizational Skills: Systems Thinking
understands the nature of systems, develops and adapts systems to meet organizational needs

QUOTATIONS & PARTNERSHIPS

There isn't a day that goes by that I don't draw on my historical training in one way or another in my business. There are precedents for almost everything that has occurred. All of the analysis that goes on is looking at past events to try to predict what's going to happen in the future. History gives you the ability to look at the story and see how it's evolving to see where you are along that evolutionary process and give you a sense of where its going next and where you want to be. It [history] gives you the ability to make an informed decision in whatever you try, whether its rock and roll, marketing, management or whatever it happens to be. You'll have the ability to look at past events and make decisions based on someone else's mistake and hopefully you won't repeat the same one.

- Jim Gribbel, Financial Consultant
Smith, Barney, Inc.

HISTORY

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Identify and discuss the structure of a variety of social organizations throughout the world (i.e., India's caste system, China's communist rule, Middle East's gender roles, etc.) and how they were changed over time. Students then participate in one or more of the following activities:

- develop and role play new countries with emphasis on economic, political, gender, and language status
- build models of medieval castles and the surrounding protectorates (illustrate warfare, daily life, leadership, status)
- demonstrate a caste system within the classroom (no mobility, initiative, etc.).

WORKPLACE COMPETENCY

ORGANIZATIONAL SKILLS: SYSTEMS THINKING

The elements of systems thinking are described. Students apply this information by:

- presenting to the class the inner workings of a social organization (i.e., caste system or gender roles in societies).
- describing the medieval castle system through a computer-generated design.

CAREER DEVELOPMENT

- Students compare several workplaces regarding promotion, production, leadership, and ownership and its impact on gender, age, or education. Students may obtain information by interviews, questionnaires or personal experiences.
- Students can make a tree of their own family's structure (i.e., leadership roles within a family by gender, step parents, and siblings).

COMMUNITY

- Examine/interview how organizations such as labor unions, city social and legal service agencies, and state social and legal service agencies become involved in and impact the community.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate the students on their ability to:

- critique a new social organization with written analysis of pros and cons (suggestion and prediction for future of the new country)
- discuss roles within a caste system
- discuss change over time in social organizations and values.

WORKPLACE COMPETENCY

ORGANIZATIONAL SKILLS: SYSTEMS THINKING

Evaluate the students on their ability to:

- list two elements of systems thinking
- apply systems thinking to the lesson
- identify two ways they use systems thinking in their own life.

EXTENSIONS

- Students examine and explain how characteristics and roles of social organizations changed or remained the same in the American South after the Civil War, from 1865-1895.

BEST COPY AVAILABLE

HISTORY

Academic Content Standard

4. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.
   4.2 Students understand how economic factors have influenced historical events.

Workplace Competencies

GRADES 9-12 BENCHMARKS	COMMUNICATION SKILLS: Demonstrates the ability to receive and relay information clearly and effectively							ORGANIZATIONAL SKILLS: Demonstrates skills to effectively and efficiently operate within a workplace					THINKING SKILLS: Demonstrates the ability to use reasoning						TECHNOLOGY SKILLS: Demonstrates the ability to work with a variety of technologies				WORKER QUALITIES: Demonstrates the characteristics of an effective worker					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Using Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Uses Technical Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. describing how systems of exchange and other economic developments influenced the growth and history of civilizations		●	●	●		*					●					●	●											●
b. explaining how economic changes led to the growth of towns, cities, and eventually, the modern nation-state		●	●	●	●						●					●	●	●										
c. analyzing the relationship between economic factors and social and political policies throughout United States history		●	●	●	●						●		●			●	●	●	●									●
d. explaining how the rise and expansion of trade have connected and affected the history of regions of the world		●	●	●	●						●					●	●											●
e. describing modern historical developments in economic interdependence and their impact on individuals and societies		●	●	●							●					●	●	●	●									●

BEST COPY AVAILABLE

GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

4. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.
   4.2 Students understand how economic factors have influenced historical events.

BENCHMARK

a. describing how systems of exchange and other economic developments influenced the growth and history of civilizations

WORKPLACE COMPETENCY

Communication Skills: Negotiating works toward agreement while maintaining position

QUOTATIONS & PARTNERSHIPS

School-to-Work Resources for System Builders is a technical assistance resource guide compiled by the National Transition Alliance to facilitate the inclusion and participation of youth with disabilities in school-to-work systems.

National Transition Network
University of Minnesota
110 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
612/624-2079
612/624-9344 (Fax)

HISTORY

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Students select particular economic sectors (e.g., farming, railroads, mining, etc.) and examine how the laborers who worked in them responded to economic pressures. Students engage in a collective bargaining simulation to represent the interests of specific groups.

WORKPLACE COMPETENCY

COMMUNICATION SKILLS: NEGOTIATING

Students learn different negotiating models. Students discuss how each model applies to group and individual issues, practice "personal" negotiations with parents, boss, teachers, etc. and identify the effectiveness of techniques and strategies.

CAREER DEVELOPMENT

Interview representatives from labor and management and their positions on the workplace. Explore the negotiation tools and processes used by these representatives on the job. Identify community resources that help individuals or groups resolve conflict.

COMMUNITY

Interview representatives or invite speakers from businesses to tell about the history and processes involved in negotiating contracts.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate the students on their ability to:

- identify how economics shaped the lives of workers in an historical period in the western U.S.
- understand the relationship between economics and historical events in the western U.S.
- identify the respective positions of two or more affected groups such as miners and mine owners, or farmers and railroad companies.

WORKPLACE COMPETENCY

COMMUNICATION SKILLS: NEGOTIATING

Evaluate the students on their ability to:

- identify and apply various models of negotiation
- identify and list effective negotiation techniques
- analyze the reasons for success and/or failure of negotiations
- apply negotiation techniques to personal issues.

EXTENSIONS

- Students simulate a labor-management dispute. Carry on negotiations through a series of developments, from early complaints through demands, strike threats, a strike, and the settlement. Students choose individual roles and research historic examples for these roles.

BEST COPY AVAILABLE

HISTORY

Academic Content Standard

5. Students understand political institutions and theories that have developed and changed over time.
   5.2 Students know how various systems of government have developed and functioned throughout history.

Workplace Competencies

GRADES 9-12 BENCHMARKS	COMMUNICATION SKILLS (Demonstrates the ability to receive and relay information clearly and effectively)							ORGANIZATIONAL SKILLS (Demonstrates skills to effectively and efficiently operate within a workplace)					THINKING SKILLS (Demonstrates the ability to use reasoning)							TECHNOLOGY SKILLS (Demonstrates the ability to work with a variety of technologies)				WORKER QUALITIES (Demonstrates the [illegible])					
	Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	Planning	Time Management	Using Resources	Systems Thinking	Evaluating	Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	Computer Literacy	Selects Technology	Applies Technology	Uses Technical Info.	Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. comparing and contrasting the characteristics and effects of the various political systems that developed throughout history			●	●	●					●	●	●		●		●	●											*
b. comparing and contrasting the political traditions of Western Hemisphere nations			●	●	●					●	●	●		●		●	●											●
c. describing the characteristics and ideas of various modern political systems, and giving examples of nations that have used them		●	●	●	●					●	●			●		●	●											●
d. explaining why nation-states developed throughout the world and became the dominant form of contemporary political organization		●		●	●					●	●	●				●	●									●		●

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GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

5. Students understand political institutions and theories that have developed and changed over time.
   5.2 Students know how various systems of government have developed and functioned throughout history.

BENCHMARK

a. comparing and contrasting the characteristics and effects of the various political systems that developed throughout history

WORKPLACE COMPETENCY

Worker Qualities: Works with Diversity
accepts differences and works well with individuals from a variety of backgrounds and/or with divergent philosophies or ideas

QUOTATIONS & PARTNERSHIPS

Dr. Marty Levine, Professor of Secondary Education, California State University, Northridge (CSUN), has gathered lesson plans and resources from the Internet which social studies teachers will find useful.

www.csun.edu/%7Ehoedu013

HISTORY

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Teams of students focus on different systems of government from a different time periods (i.e., Sparta, Aztec Empire, Louis XIV, etc.). Students research government, explain what historical forces influenced their development and what elements continue today. Then, using elements of each system discussed, the students create a "class" government.

WORKPLACE COMPETENCY

WORKER QUALITIES: WORKS WITH DIVERSITY

The concept of diversity is discussed. Students identify different value systems that underlay the systems of government discussed above. What are the positive elements? What are the common elements? What elements are a function of culture?

CAREER DEVELOPMENT

Invite guest speakers from private and public sector work places (i.e., companies and agencies) to tell the class about their policies and practices regarding diversity issues within their organizations and in the community. Career information is also shared.

COMMUNITY

Students prepare a presentation or bulletin board that focuses on appreciating diversity for a neighboring elementary school.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate the students on their ability to:

- identify different systems of government
- understand critical characteristics of each system
- analyze the relative strengths and weaknesses of each system
- integrate elements of several different systems to create a new system.

WORKPLACE COMPETENCY

WORKER QUALITIES: WORKS WITH DIVERSITY

Evaluate the students on their ability to:

- be open-minded in order to explore other perspectives
- take the side of different perspectives
- assess the limits of any perspective
- blend perspectives in order to achieve a common goal.

EXTENSIONS

- Students research a nation whose political system and cultural values differ greatly from those of the United States. Make up or identify a company that does business there. Develop a guidebook or course that teaches the company's employees who work in that nation how to conduct themselves to avoid offending people and to create a good impression.

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HISTORY

Academic Content Standard

6. Students know that religious and philosophical ideas have been powerful forces throughout history.
   6.2 Students know how societies have been affected by religions and philosophies.

Workplace Competencies

GRADES 9-12 BENCHMARKS	COMMUNICATION SKILLS: Listening	Speaking	Reading	Writing	Interpreting	Negotiating	Persuading	ORGANIZATIONAL SKILLS: Planning	Time Management	Using Resources	Systems Thinking	Evaluating	THINKING SKILLS: Problem Solving	Decision Making	Creative Thinking	Learning	Analyzing	Mathematics	TECHNOLOGY SKILLS: Computer Literacy	Selects Technology	Applies Technology	Uses Technical Info.	PERSONAL QUALITIES: Self Management	Team Member	Responsibility	Flexibility	Leadership	Diversity
a. giving examples of how religion and philosophical beliefs have influenced various aspects of society throughout history		●	●	●	●					●	●			●		●											*	●
b. explaining how, throughout history, the power of the state has been both derived from religious authority and/or in conflict with religious authority		●	●	●						●	●	●		●		●	●									●		●
c. explaining how the focus on individualism and reason expressed in Western philosophy has affected the history of Western culture, including the history of the U.S.		●	●	●	●					●	●	●				●	●											●
d. explaining how the beliefs expressed in Eastern philosophy and religion have affected the history of Eastern cultures.		●	●	●	●					●	●	●				●	●											●

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GRADE LEVEL

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

6. Students know that religious and philosophical ideas have been powerful forces throughout history.
   6.2 Students know how societies have been affected by religions and philosophies.

BENCHMARK

a. giving examples of how religion and philosophical beliefs have influenced various aspects of society throughout history

WORKPLACE COMPETENCY

Worker Qualities: Leadership
creates a direction/vision for others to follow, aligns management methods with vision and implements a system of accountability

QUOTATIONS & PARTNERSHIPS

It's fun when you know about history because then when you go and interview the head of a civil rights organization and you studied about him, you read about him in the history books and then you interview him -- that's neat! We get to work with a lot of pictures and so I like writing stories that match pictures but you try to get both sides of the story, obviously, that's part of the job; that's responsibility and you learn a lot from that. You learn a lot from both sides -- you have to stay objective.

- Jason Feinberg, Reporter/Anchor
KRQE, Albuquerque

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Students identify and research various religions that have impacted human development (i.e., Christianity, Judaism, Hinduism, Buddhism, Feudalism, etc.). Students present (via video or skit) the life of famous individuals who acted on the beliefs of his/her religion.

WORKPLACE COMPETENCY

WORKER QUALITIES: LEADERSHIP

Students identify the types of leadership styles demonstrated by religious or political leaders and why some styles are more effective than others, and in what contexts.

CAREER DEVELOPMENT

Students investigate leadership careers in areas of business, government, military, science, scholarship, and religion. Students interview community and business leaders to identify their leadership style.

COMMUNITY

Students interview religious leaders to determine how the influence of religion has changed over time and has shaped the history of the community.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate the students on their ability to:

- locate and use resources
- identify and describe given religions and time periods
- identify and explain role of the major religious leaders
- interpret and evaluate life under the rule of the religious (theocracies).

WORKPLACE COMPETENCY

WORKER QUALITIES: LEADERSHIP

Evaluate the students on their ability to:

- evaluate and identify leadership styles
- find answers to their questions to business leaders
- list a variety of leadership styles along with a number of qualities specific to each.

EXTENSIONS

- Students list and discuss the constitutional amendments that directly or indirectly affect religions or philosophical beliefs.
- Divide the class into groups representing different religions. Each groups picks a student to play the leader of that religion. Groups compile information for a report on their religion, including cultural information, history and the fundamental beliefs of the religion. The student playing the religious leader then presents these beliefs and view to the class and answers questions. The teacher closely monitors the questions to ensure religious tolerance.

IV. SAMPLE RUBRIC

Standard 2 - Grades 9-12
This rubric is associated with the activity on Page 23 b

Assessment	In Progress	Essential	Proficient	Advanced
Academic Standard: Students know how to use the processes and resources of historical inquiry. 2.2 Students know how to interpret and evaluate primary and secondary sources of historical information. Benchmark c. interpreting oral traditions and legends as "histories"	Academic Standard: Students: • can identify a primary or secondary source • may know one characteristic of a primary or secondary source • may give an example of a primary or secondary source	Academic Standard: Students: • can articulate a definition of primary and secondary sources • can articulate characteristics of primary and secondary sources • can give examples of both primary and secondary sources	Academic Standard: Students: • find and use primary sources such as interviews, journals, photos, effectively • applies primary sources to support his/her thesis and research • find and use secondary sources such as articles, biographies, and documentaries, effectively • applies secondary sources to support his/her thesis and research • uses appropriate notation to document primary and secondary sources	Academic Standard: Students: • can compare and contrast primary and secondary sources to discover discrepancies • analyzes and interprets information obtained from primary and secondary sources to uncover and predict historical themes
Workplace Competency: Worker Qualities: Team Member contributes to group effort through cooperation and consensus	Workplace Competency: • Recognizes the elements of responsible "team member" behavior. • Is developing strategies for effective group participation.	Workplace Competency: • Understands roles of a team member. • Contributes to group process, with ideas, suggestions, effort, and problem solving.	Workplace Competency: • Serves as an integral part of the group process by collaborating and working through conflicts; develops strategies for accomplishing team objectives.	Workplace Competency: • Works effectively in a variety of team roles (leader, facilitator, recorder, etc.) • Can evaluate effectiveness of the group and his/her contribution.

SCHOOL-TO-CAREER REGIONAL RESOURCE CENTERS

The following resource centers were created to support Colorado communities in building local School-to-Career Partnerships. This support includes: materials, technical support, orientation and specific content presentations, and professional development opportunities. Please contact the center in your area for more information.

Region 1 - Northern Colorado
Connie Long
Aims Community College
Continuing Education Division
5590 11th Street
Greeley, CO 80634
Phone: (970) 330-8008 X6740
E-Mail: connie_long@ceo.cudenver.edu
(Counties: Larimer, Weld, Morgan, Logan, Sedgwick, Phillips, Washington, Yuma, Elbert, Lincoln, Kit Carson, and Cheyenne)

Region 2 - Denver/Metro
Alice Potter
Community College of Denver
1391 North Speer Boulevard, Suite 400
Denver, CO 80204
Phone: (303) 620-4422 x305
E-Mail: alice_potter@ceo.cudenver.edu
(Counties: Adams, Arapahoe, Boulder, Gilpin, Clear Creek, Jefferson, Denver, Douglas)

Region 3 - Central Colorado
Ed Bowen
Pikes Peak Community College
5675 South Academy Boulevard, Box 38
Colorado Springs, CO 80906
Phone: (719) 540-7357
E-Mail: stc@ppcc.cccoes.edu
(Counties: Park, Chaffee, Teller, El Paso, Fremont, Custer, Pueblo)

Region 4 - Southern Colorado
Julie Sumpter
Otero Junior College
1802 Colorado Avenue
La Junta, CO 81050
Phone: (719) 384-6835
E-Mail: julie.sumpter@ojc.cccoes.edu
(Counties: Crowley, Kiowa, Otero, Bent, Prowers, Baca, Las Animas, Huerfano, Costilla, Alamosa, Conejos, Rio Grande, Mineral, Saguache)

Region 5 - Southwestern Colorado
Barbara Milicevic
Pueblo Community College
TeleTech Center
60 South Cactus Drive, Suite 1
Cortez, CO 81321
Phone: (970) 565-7536
E-Mail: milicevic@pcc.cccoes.edu
(Counties: Delta, Gunnison, Montrose, Ouray, San Miguel, Dolores, San Juan, Hinsdale, Montezuma, La Plata)

Region 6 - Western Colorado
Darla Bennett
504-A 27th Street
Glenwood Springs, CO 81601
Phone: (970) 947-0851
E-Mail: darla_bennett@ceo.cudenver.edu
(Counties: Moffat, Routt, Jackson, Grand, Summit, Eagle, Lake, Pitkin, Mesa, Garfield, Rio Blanco)

MAKING STANDARDS WORK EVALUATION

The Colorado Department of Education and The Colorado School-to-Career Partnership would appreciate your comments about *Making Standards Work* Handbook.

Please take a minute to complete this evaluation.

Name _____ (optional) Position _____

School District _____

Grade Level: Elem. ____ Middle School ____ High School ____ Other _____

I. Overall value of handbook:

		Poor	Fair	Good	Excellent
1.	Quality of information	1	2	3	4
2.	Usefulness for educators	1	2	3	4
3.	Format of information	1	2	3	4

II. Any comments about how you adapted the learning activities to meet your needs.

III. Number of students impacted by the classroom activities presented in this handbook. Approximately: _____

IV. Any suggestions for extending the use of this book?
(for example: other areas of interest, additional activities, distribution)

V. Are you a *Making Standards Work* author? Yes _____ No _____

To request additional copies of the History Handbook or other content area handbooks, please contact:

Career & Technical Education Resource Center of Colorado
1059 Yosemite Street, Bldg. 758, Room 117
Aurora, CO 80010
phone: (303) 340-7350
fax: (303) 340-7353

Or E-mail: sb_resource@cccs.cccoes.edu

Thank you.

Colorado Department of Education
Attention: Heather Hotchkiss/Kelli Roark
201 East Colfax, Room 502
Denver, CO 80203

Staple Here

Colorado Department of Education
201 East Colfax Avenue
Denver, Colorado 80203
(303) 866-6600
http://www.cde.state.co.us

Colorado School-to-Career Partnership
1580 Logan Street, Suite 410
Denver, Colorado 80203
(303) 894-2060 ★ Fax: (303) 894-2064
http://www.state.co.us/edu_dir/stc

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